Shanahan & Shanahan quotes 2008

Formulating an appropriate curriculum for secondary teach preparation is a necessary, though insufficient, condition for improving literacy teaching for middle and high school students. p. 57

There is also a clear need for explicit literacy certification standards for teachers who teach in the disciplines, closer relationships between the faculties of education and the liberal arts and sciences (who too often separately prepare these teachers), and sufficient resources to allow pre-service teachers to practice their teaching in varied disciplinary situations and classroom contexts. p. 57

Historically, instructional literacy efforts have focussed on highly generalizable skills and abilities, such as decoding, fluency, and basic comprehension strategies that can be applied to most texts and reading circumstances across the content areas. p.56

… the nature of the disciplines is something that must be communicated to the adolescents, along with the ways in which experts approach the reading of text. p. 51

Students’ text comprehension, we believe, benefits when students learn to approach different texts with different lenses. p. 51

Students believe that they are reading to learn “the facts” and fail to take into account the potential bias unless they are explicitly taught to do so (Hynd-Shanahan, Holschuh, & Hubbard, 2005). p. 50

Obviously there are many barriers to successfully addressing the nation’s literacy needs among adolescents, perhaps none more important than the preparation of the teaching force capable of delivering the needed instruction. p. 46

Although most students manage to master basic and even intermediate literacy skills, many never gain proficiency with the more advanced skills that would enable them to read challenging texts in science, history, literature, mathematics or technology (Griggs et al., 2007; Kutner, Greenberg, Jin, Boyle, Hsu & Dunleavy, 2007). p. 45

As students go beyond these basic aspects of literacy usually by the elementary grades, they begin to add more sophisticated routines and responses to their reading repertoires. p. 44

The pyramid illustrates the increasing specialisation of reading skills, but a similar structure could be used to accurately illustrate the declining amount of instructional support and assistance that is usually provided to students as they progress through the grades. p. 46

There is a need to identify what a more advanced literacy curriculum might be and to determine how it could best be implemented. p. 43

Most students need explicit teaching of sophisticated genres, specialised language conventions, disciplinary norms of precision and accuracy, and higher-level interpretive processes. p. 43

Despite the growing need for literacy, especially higher-level literacy skills, assessment data suggest that adolescents today read no better, and perhaps marginally worse, than a generation ago. p. 42

The rising correlation between education and income is evidence of the increasing literacy orientation of many workplaces (Arc, Phillips, & McKenzie, 2000; Barton & Jenkins, 1995). p. 41